

## Reading Comprehension Is Much More Than Strategy Instruction



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### Warm Up – True or False?

1. We can predict silent passage reading comprehension in 3<sup>rd</sup> grade fairly well, using simple screening tests of speech sound awareness and letter knowledge in kindergarten. **True/False**
2. Many children who seem behind in reading readiness at the kindergarten level are late bloomers; if we wait a year or two, they will grow out of their problems. **True/False**
3. A 45-minute screening in kindergarten will be more reliable than a 10-15-minute screening for predicting long term outcomes in reading. **True/False**
4. Most reading problems emerge late, around the end of 3<sup>rd</sup> grade when children must shift from learning to read to reading to learn. **True/False**
5. Spelling errors and written language samples can provide valuable information for teachers about a student’s reading subskills. **True/False**
6. Students can no longer benefit from word study—including syllabication, word structure, and word origin—after the end of third grade. **True/False**
7. When difficulties in reading persist into middle school or high school, these students should be taught using a whole-word, sight-based approach to reading. **True/False**
8. The use of timed assessments is important because it is both the accuracy and the fluency of reading that matter for student progress. **True/False**
9. Specialists and outside evaluators are the only personnel who are qualified to gather assessment information on student reading progress. **True/False**
10. All students below grade level in reading should be grouped together and provided with one intensive reading program. **True/False**

### *Leaders are Readers*

If we believe our students have the right to learn how to read, then we have the responsibility to know how to teach them.

### *Professional Development and Lifelong Learning*

High quality instruction is the key to ensuring all children learn to read and write. Moreover, researchers have noted the important and positive impact that a knowledgeable teacher can make on literacy acquisition, particularly for children who struggle to acquire basic literacy skills.

Joshi, Washburn & Kahn-Horwitz, 2016

### **What is Reading?**

## Formula $RC = D \times LC$ is Known as The Simple View of Reading

Gough, P. and Tunmer, W. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6–10.

Hoover, W. and Gough, P. (1990). The simple view of reading. *Reading and Writing: An Interdisciplinary Journal*, 2, 127–160

Write out each component:

Reading comprehension:

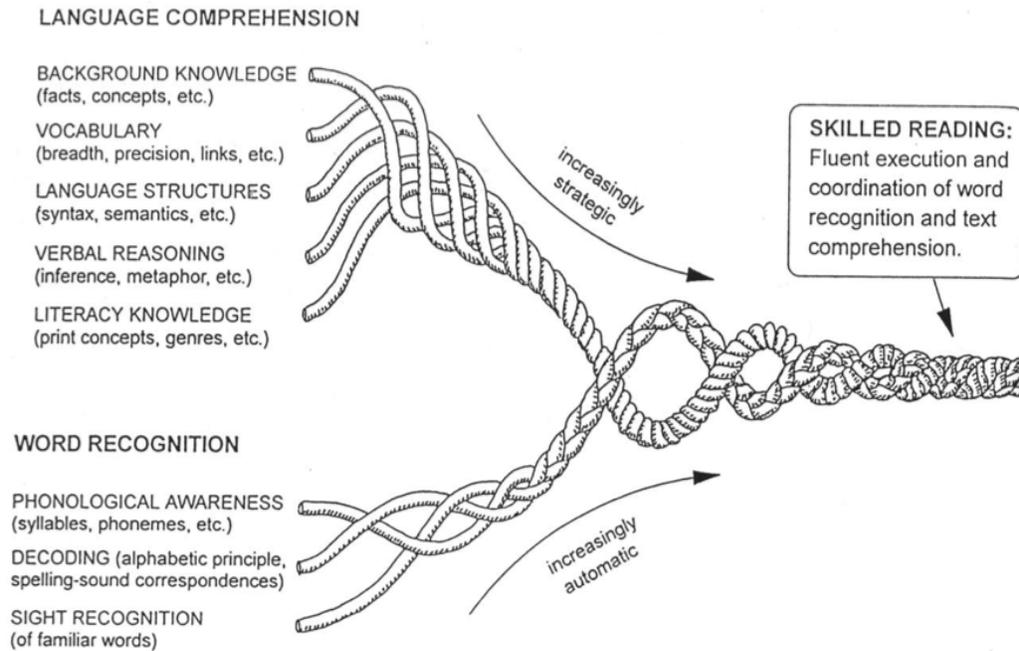
Decoding:

Language (listening) comprehension:

[The Simple View of Reading: Research of Importance to All Educators](#) – Download at Readsters.com

by Linda Farrell, Marcia Davidson, Michael Hunter and Tina Osenga

# The Scarborough Rope Model



- Read/review the original chapter by Hollis S. Scarborough on the Reading Rope, *Connecting Early Language and Literacy to later (Dis)ability: Evidence, Theory and Practice* (2001). Link to: <https://edc425uri.wikispaces.com/file/view/Scarborough.pdf>
- The Reading Rope can be found at: <http://www.tennessee.gov/assets/entities/education/leaders/attachments/t doe3-summer2015LP-scarborough-reading-rope.pdf>

## Fluency

- **What is it?**
- **Why is fluency important?**
- **How does fluency relate to comprehension?**
  - **Accuracy, rate, intonation or prosody.**
  - **Alphabetic principle – phonemes, graphemes, morphemes**
  - **Vocabulary and background knowledge**

The Blimbat Activity

What is the purpose of a 1-minute read?

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Read the ILA handout on Fluency

<https://www.literacyworldwide.org/.../ila-reading-fluently-does-not-mean-reading-fast...>

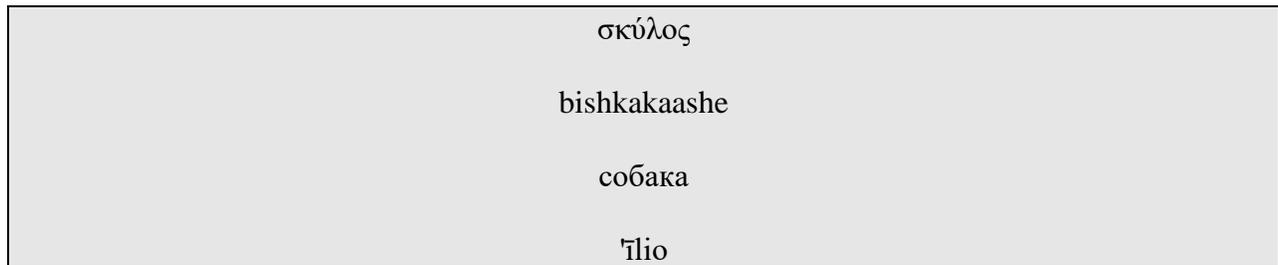
## Difficulties with Comprehension

- Inefficient decoding skills
- Lack of reading fluency
- Lack of oral language and world knowledge
- Inadequate linguistic development
- Language-processing difficulties
- Poor working memory
- Lack of attention
- Lack of metacognitive strategies

## Working Memory

*“Memory is the residue of thought.” Daniel Willingham*

### Activity 1: Can you decode novel words?



1. Were you able to decode the words, if not, what made them difficult?
2. If you can decode them, do you know what they mean, if so, how?

### Activity 2: Reading Fun!

Directions: Read the passage together with Dr. Dahlgren. Answer the questions about the text on the following slide and in your handout.

The snickerdagle ran faster and passed the yurthat. The yurthat frombled and fristed. The snickerdagle carried on and thallered the gemble. The yurthat bowned and the snickerdagle miled.

Text Questions:

- 1 – Who did the snickerdagle outrun?
- 2 – What did the yurthat do?
- 3 – After the snickerdagle carried on, what happened next?
- 4 – What two words (verbs) in the final sentence triggered real word meanings because of their close resemblance to real words by their spellings?

**Directions Part 1:** Go back in your handouts and review Activities 1 and 2. Use your new understandings to guide you as you answer the following questions. Please circle decoding or language comprehension.

Activity 1: The breakdown was with *decoding* or *language comprehension*.

Activity 2: The breakdown was with *decoding* or *language comprehension*

**Directions Part 2:** Turn and teach a colleague about why the breakdowns were with decoding or language comprehension. What happened to the reading process?

**Instructional Implications**

- o A student must decode and know the meaning of written words.
- o A student must understand the language used by the author at the word, sentence and discourse levels.

**Assessment Implications**

- o *Reading Comprehension takes both good word recognition skills (decoding) and good language comprehension. Students who struggle when reading, need teachers who are well informed and confident in their understanding of what part of the reading process is breaking down. This means they not only teach the skills but they also know how to assess the skills.*

## Objectives: *Language Comprehension (LC)*

In this segment we will consider

- The differences between oral and written language (warm-up)
- Reading Development: The language units necessary for reading comprehension
- Activities addressing language comprehension

### Warm-up: Oral or Written Language

## Warm-up: Oral or Written Language

**Directions:** Read the sentence then decide if it is a convention of *oral* or *written language* and then draw a line to the correct one.

1. When something is difficult, it is possible to slow down or re-read.

Oral Language

4. Sentences have to be crafted and clear with boundaries.

2. Expressing tone and emotion is done with facial expression, hands and with the voice.

Written Language

5. The pace cannot be altered if not understood (e.g. a live play).

3. It is important to choose vocabulary precisely to convey the message the author is intending.

6. There are no rules for topic maintenance or flow of sentences.

I1.4 p.

### A Strong Oral Language Base

Enables Students to

- Instantly attach meaning to words that are decoded
- File, store and retrieve world knowledge
- Create vivid mental images
- Engage in inner dialogue so they can check comprehension as they read and remember what they have read

## **A Strong Oral Language Base**

Aids decoding by

- Enabling students to use contextual clues more efficiently
- Enabling students to instantly recognize words they are decoding

### **Naming:**

- 1.
- 2.
- 3.
- 4.

### **Listing activities:**

- ⇒ Develop oral language
- ⇒ Develop world knowledge
- ⇒ Develop categorizing skills
- ⇒ Provide a framework for composition

### **Describing:**

1. Choose two or three objects or pictures of objects that are related to the topic.
2. Students describe.
  - a. Name the object.
  - b. Name categories the object belongs in.
  - c. Name the functions of the object.
  - d. Name its color, size, shape. Compare it to another object. Use a simile or a metaphor.

### **Retelling:**

1. Students listen to the passage as it is read by the teacher.
2. As the teacher reads the story, he or she draws or displays simple pictures or graphics that represent important points of the passage. Suggested pictures or graphics are embedded in the passages.

3. Students take turns and retell the passage, using the pictures or graphics as prompts.

Use pictures to develop oral language.

Who + Do can be used to begin sentence development.

**Picture Routine:**

- **Post an interesting** picture
- Label the
- picture (what do you see?)
- Extend the **discussion** with questions

<b>Which ones, how many, what kind?</b>	<b>Who? What?</b>	<b>is, was, doing, feeling, thinking?</b>	<b>What?</b>	<b>To whom, To what? For whom, With what</b>	<b>Where, when, how why</b>
adjectives	noun	verb	noun phrase	indirect object	prep. or adverbial phrase

## Comprehension –

Have you thought about what might be the cause of comprehension problems?

**“... individual differences in comprehension could arise from failures in comprehension processes at the surface code, the text base, or the (mental) situation model, or with the memorial processes that are necessary for integration and revision.”**

Levels of Language Processing

- 1.
- 2.
- 3.
- 4.

**Building a Mental Model (make some notes!)**

## Comprehension of Written Text - fill in the blank

coherence                      word  
sentence                      mental      background

... involves processing language at many different levels...

At the \_\_\_\_\_ level, the reader must decode individual words ... access meaning of the words they hear or read. At the \_\_\_\_\_) \_ level, the comprehender needs to work out the syntactic structure and sense of each sentence. Simply deriving the meanings of individual words and sentences is insufficient. In order to construct a \_\_\_\_\_ model of the text, the comprehender needs to integrate information from different sentences to establish local \_\_\_\_\_ and to incorporate \_\_\_\_\_ knowledge and ideas (retrieved from long-term memory) to make sense of details that are only implicitly mentioned.”

(Cain & Oakhill, 2007)

## Sentence Level Comprehension

### 1. Sentence Anagrams

### 2. Referents

Sally came over to play at Mary's house. She was so excited to visit her house because she had heard it was a beautiful place. When she got there, Mary's grandmother opened the door. Her grandmother offered her some cookies and milk while she waited for her friend to show up. She came out of the kitchen carrying a great big tray full of different kinds of cookies. They were delicious. Finally, her friend showed up with a surprise in her hands. It was a fluffy, white kitten! It was tiny and soft. They played with it the entire afternoon.

### 3. Substitution

Deep inside an ancient pyramid in Peru, a mummy lay hidden in a gold-filled tomb. The underground chamber remained a secret for nearly 1,600 years, until an archaeologist noticed rectangular patches of soft clay in the pyramid's floor—a telltale sign of a grave.

### 4. Conjunctions

Non-violent demonstrations cropped up outside of the store, while other protestors had a turn at the counter. Sit-ins erupted in other North Carolina cities and segregationist states. After six months of diminished sales and unflattering publicity, Woolworth's desegregated the lunch counter—an astonishing victory for nonviolent protest.

## Text Comprehension Level

Sources: Neuhaus Education Center [www.Neuhaus.org](http://www.Neuhaus.org)

## Narrative Text

WH 

WH 

WHAT 

WHAT 

WHEN 

WHEN 

WHERE 

WHERE 

WHY?

WHY?

### The Lion and the Mouse

The tall savanna grass fluttered in the slight breeze as a great lion slept. While he slept, something ran across his paw. The lion awoke to see a small mouse nibbling on a seed of grass.

The lion scooped up the mouse in his paw and opened his fierce-looking mouth. Before the lion could eat it, the mouse cried, "Please, let me go. I will be glad to return the favor someday."

The lion roared with laughter at this thought. But because he was still sleepy and not very hungry, the lion let the mouse go.

Later that afternoon, the lion awoke and felt hungry. He went to look for food. Soon, he was caught in a net. He tried to get free, but the lion could not break the ropes. The lion roared. The mouse heard him and ran to see what was the matter.

Seeing the great lion caught helplessly in the net, the small mouse said, "I am glad that I can now return the favor." Then the mouse gnawed the ropes and the lion was soon free.

"I may be meek, but even I can be of help to the mighty," said the mouse. And the lion and the mouse were forever friends.

### The Haircut

Mr. Swenson was new to the neighborhood. So one day, when he needed a haircut, he didn't know where to go. He asked his neighbor, Mr. Stone. Mr. Stone told him that there were two barbershops in town. One barbershop was located on South Main Street and the other one was located on North Main Street.

Mr. Swenson walked to the barbershop on South Main Street. The barbershop was dirty, with hair clippings strewn across the floor. The barber who greeted him had a shabby haircut. Mr. Swenson left and walked to the barbershop on North Main Street.

The barbershop on North Main Street was pristine clean, not a hair on the floor. The barber had a neat, fashionable haircut. Mr. Swenson left the barbershop and headed toward South Main Street.

**This story is about \_\_\_\_\_.**  
**It takes place \_\_\_\_\_ and \_\_\_\_\_.**  
**\_\_\_\_\_ happens because \_\_\_\_\_.**

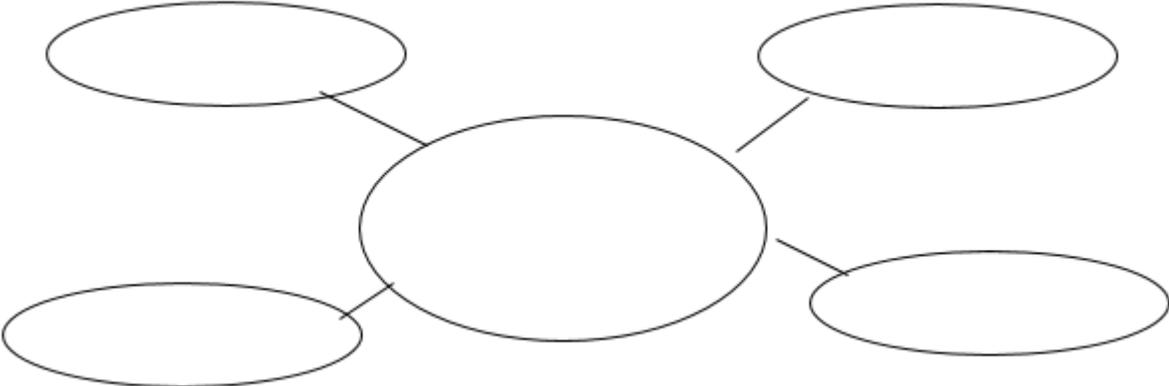
## Narrative Text Questions

<b>Before</b>	<b>During</b>	<b>After</b>
What does the title tell me about the story?	Who?	Who were the characters?
What do the pictures tell me?	What? (What's happening?)	What was the setting?
What do I already know about _____?	When?	What was the problem?
	Where?	How was the problem solved?
	Why?	Why did...?
	How?	
	What do I think will happen next?	
	What pictures do I make in my mind about the story?	

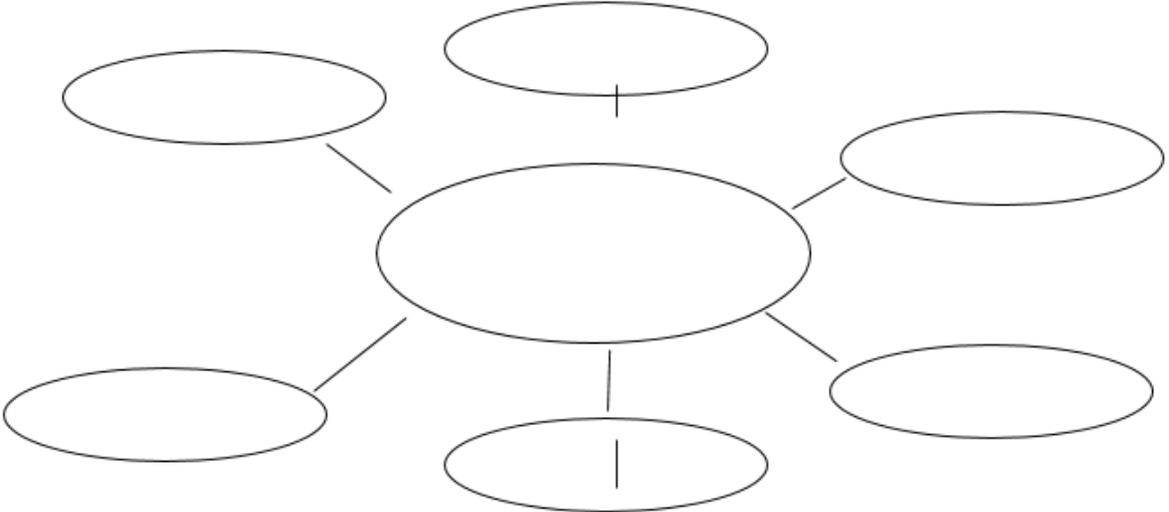
## Expository Text

<b>Connect</b> This is what I know.	<b>Correct</b> I need to change this.	<b>Collect</b> This is what I learned.
1.		
2.		
3.		
4.		

**Vocabulary Webs** - Help students learn new words and develop deep understandings of words



**Multiple Meaning Web or Derivational Web**

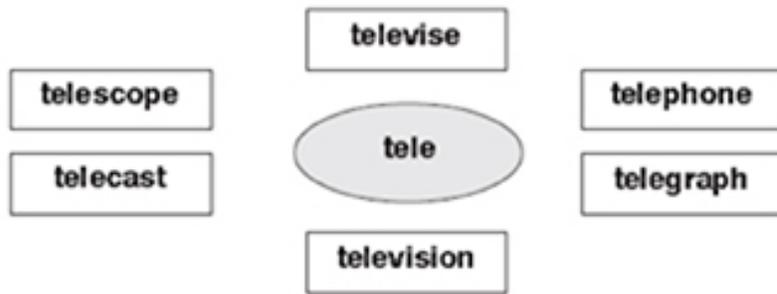


## Structural Analysis – prefix, root, suffix

An example of a word web

*Etymology*

From the Greek "tele" meaning far



### **Earth's Gentle Giants**

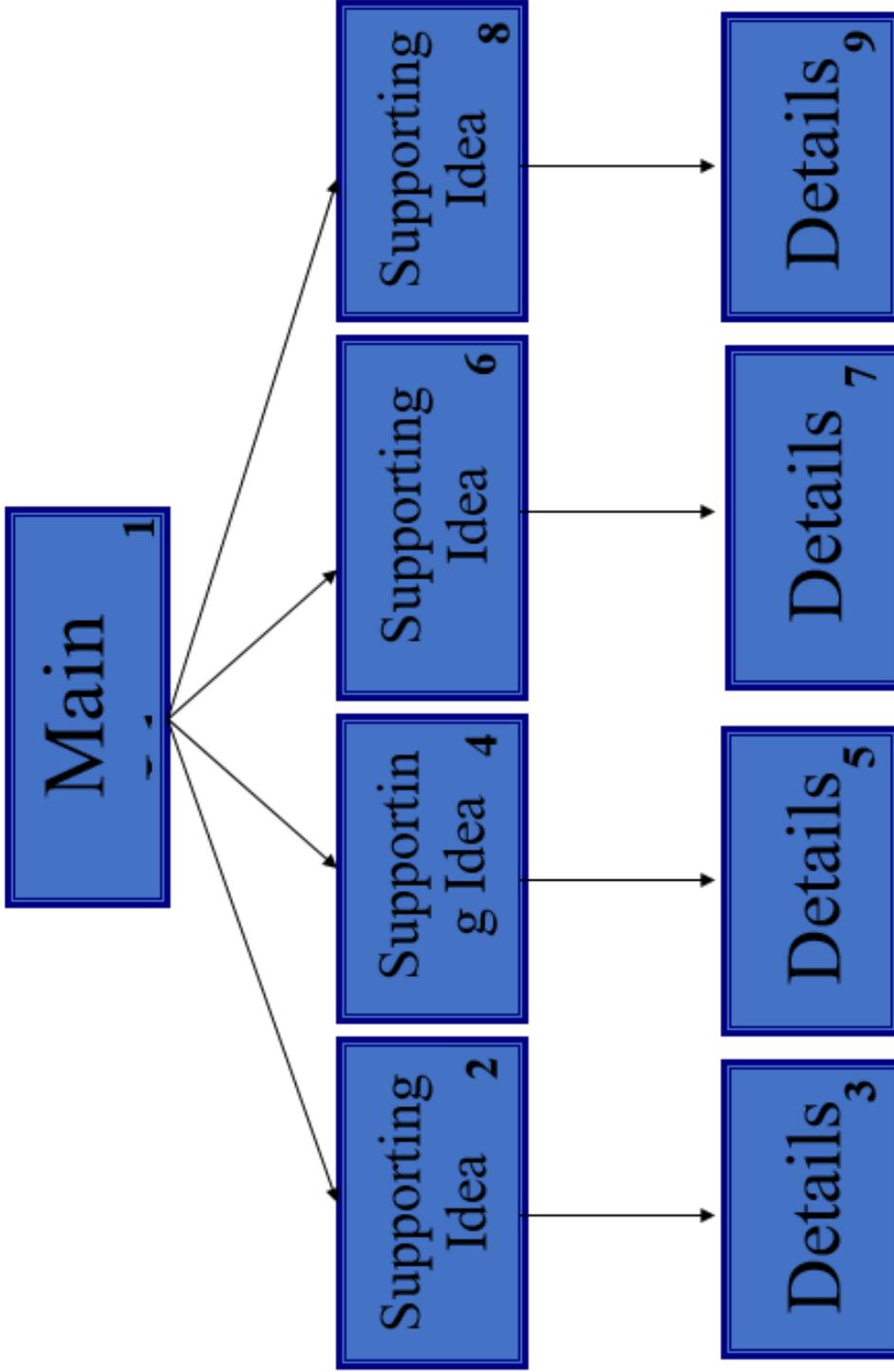
Elephants are the largest of all living land animals and may weigh more than 12,000 pounds. The average height at the shoulder is ten feet. At birth, an elephant calf is three feet tall and weighs about two hundred pounds.

The two kinds of elephants are African elephants and Asian elephants. African elephants are generally heavier and taller than Asian elephants. African elephants have much larger ears, which are shaped somewhat like the continent of Africa, and weigh about one hundred ten pounds each.

Elephants feed mainly on roots, leaves, fruit, grasses and sometimes tree bark. An adult elephant eats as much as three hundred pounds of food a day, but it only digests half of the food it eats. Elephants sometimes walk hundreds of miles in search of water and food.

The elephant's trunk is very versatile. It breathes through two nostrils at the end of its trunk. It can swim long distances using the trunk as a snorkel. There are fingerlike parts at the tip of the trunk, enabling the elephant to grasp objects as small as a single blade of grass. An elephant calf sucks its trunk just as a human baby sucks its thumb.

# Card Pyramid



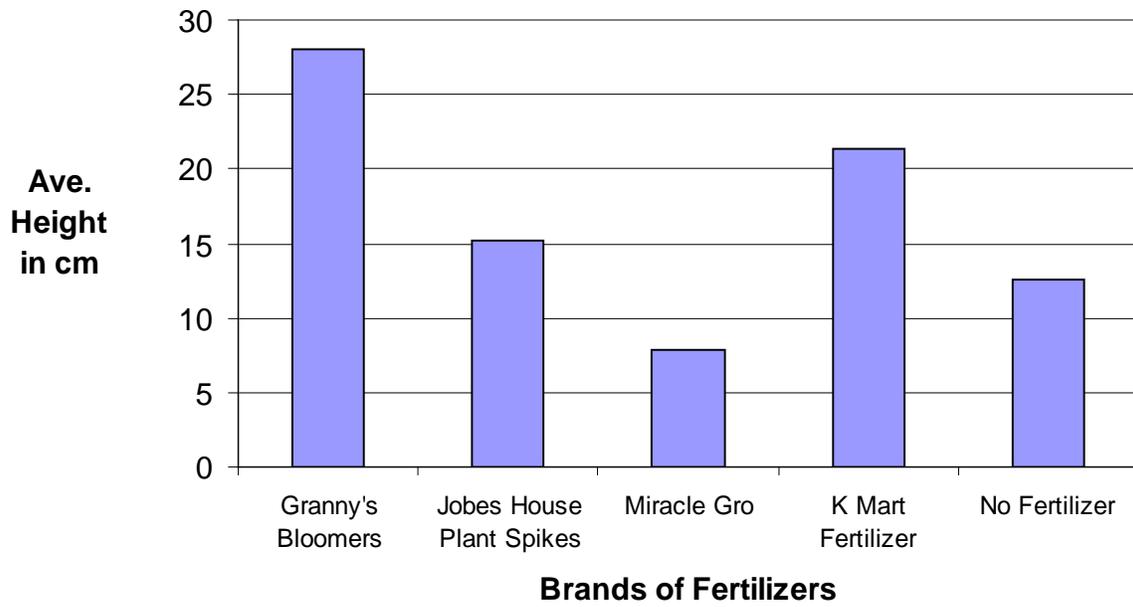
## Card Pyramid

1. Read a passage
2. Put the main idea in a few words on one card for the point of the pyramid. Lay it on the desk – first row
3. Put the supporting ideas on cards for the next layer of the pyramid. Lay these under the main idea – second row.
4. Write two or three details on cards to form the bottom layer of the pyramid. Lay these cards under the supporting ideas row - third row.

## Précis Writing

1. Estimate the number of words in passage.
2. Estimate the number of words in précis –  $\frac{1}{3}$  to  $\frac{1}{4}$  the number of words in the original passage.
3. Read the passage.
4. State main idea - write topic sentence.
5. State supporting ideas and details - write sentences.
6. Count number of words in précis – edit.

## The Effect of Fertilizers on Bean Plant Growth



# Expository Questions

Before	During	After
What does the title tell me?	Does this make sense?	What was this mainly about?
What do I know about the topic?	What have I learned so far?	What are the supporting ideas?
What do the pictures/graphs/maps tell me?	What questions do I still have?	What are the details?
What are the new vocabulary words?	Reread the first sentence of each paragraph.	What else do I want to know about _____?
What do the questions ask?		
What are the subtitles?		